

Course Number and Title: PTA 213 Clinical Practice III

Campus Location:

Georgetown, Wilmington

Effective Date:

2021-51

Prerequisite:

PTA 212 or concurrent

Co-Requisites:

none

Course Credits and Hours:

4.00 credits

0.00 lecture hours/week

18.00 lab hours/week

Course Description:

This course is an advanced full-time clinical experience in a physical therapy setting for refinement of previously learned skills and continuation of application of techniques and procedures under the supervision of a licensed physical therapist or physical therapist assistant (per State Practice Act).

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Classroom Course

Disclaimer:

See PTA Clinical Education Manual/PTA Program Manual

Core Course Performance Objectives (CCPOs):

1. Exhibit entry-level professional behaviors that are consistent with employer expectations. (CCC 3, 4; PGC 6)
2. Establish entry-level communication skills in the clinic. (CCC 1, 3; PGC 6)
3. Manage entry-level interpersonal skills in the clinic. (CCC 3, 4; PGC 1, 6, 8)
4. Establish efficiency and adaptability in obtaining necessary medical information through data collection skills. (CCC 2; PGC 3, 5)
5. Provide a treatment rationale for an expanded number of diseases and disorders. (CCC 2; PGC 3, 5)
6. Implement and modify a comprehensive treatment program using an expanded number of skills (identified in the clinical experience and proficiency checklist) toward achievement of therapeutic goals. (CCC 2; PGC 2, 3, 5)
7. Exhibit entry-level problem solving and critical thinking skills in the clinic. (CCC 2; PGC 2, 3, 5)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Exhibit entry-level professional behaviors that are consistent with employer expectations.
 1. Exhibit entry-level professional behaviors required of the physical therapist assistant (PTA) in relation to the physical therapist (PT) in the delivery of quality healthcare in a different clinical setting and abide by policies for education of PTA students.
 2. Abide by and seek out the facility's specific policies, procedures, and timelines recognizing any differences from previous clinical experiences.
 3. Adhere to the ethical and legal standards of practice.
 4. Adapt entry-level organizational and time management skills in various clinical settings.
 5. Display a professional attitude about one's self and patient care.
 6. Maintain balance between professional and personal life.
 7. Demonstrate appropriate professional behaviors, and discriminate among various methods when seeking and responding to feedback.
 8. Identify gaps in knowledge, and take initiative to complete appropriate professional development activities.
2. Establish entry-level communication skills in the clinic.
 1. Use effective and confident oral communication skills with academic and clinical instructors, physical therapists (PTs), other members of the healthcare team, and patients and family in a different clinical setting.
 2. Modify nonverbal and verbal communication to meet the need of diverse patient populations and/or audiences based on education level, multicultural diversity, age, and/or role in the healthcare environment.
 3. Provide patient education for patients and/or caregivers as directed by the physical therapist to achieve outcomes based on the plan of care.
 4. Display entry-level written communication skills (note writing) to provide information for reimbursement and communication with other

- healthcare professionals in the clinical setting.
- 5. Recognize and competently implement documentation guidelines as they relate to third party payers.
- 6. Present a case study or selected in-service topic to other healthcare providers.
- 3. Manage entry-level interpersonal skills in the clinic.
 - 1. Establish professional relationships with patients and families with an increased awareness of social responsibility and patient advocacy.
 - 2. Establish effective professional relationships with academic and clinical instructors.
 - 3. Initiate and establish, with confidence, effective professional relationships with physical therapists and other members of the healthcare team.
 - 4. Respect and adapt to cultural and personal differences of others.
 - 5. Respond professionally and effectively to unexpected experiences.
 - 6. Delegate to supportive personnel appropriately.
 - 7. Exhibit entry level skills with regard to identifying signs of abuse of vulnerable populations, and discuss reporting according to state rules & regulations with clinical instructor.
 - 8. Exhibit entry level skills with regard to identifying fraud, and discuss reporting according to state rules & regulations with clinical instructor.
- 4. Establish efficiency and adaptability in obtaining necessary medical information through data collection skills.
 - 1. Exhibit entry-level skills at obtaining pertinent information through review of the medical chart, interviewing of patient and families, and review of patient questionnaires and functional assessments to provide rationale for functional training interventions.
 - 2. Perform entry-level data collection skills (including but not limited to muscle strength, joint range of motion, posture, balance, righting and equilibrium reactions, gait, pain, skin integrity and sensation, girth, palpation, vital signs, endurance, architectural barriers, activities of daily living [ADLs], respiratory status, assistive and adaptive devices, fine and gross motor skills, muscle tone, and joint movement) and modify according to patient's age, disability, comprehension, cooperation, and medical status.
 - 3. Assist a physical therapist with data collection.
- 5. Provide a treatment rationale for an expanded number of diseases and disorders.
 - 1. Describe etiology, pathology, signs, symptoms, and management for an expanded number of diseases and disorders.
 - 2. Use sound rationale (including understanding of evidence-based practice) using indications and contraindications for patient care for an expanded number of diseases/disorders.
- 6. Implement and modify a comprehensive treatment program using an expanded number of skills (identified in the clinical experience and proficiency checklist) toward achievement of therapeutic goals.
 - 1. Demonstrate entry-level competency, efficiency, safety, and modification in the administration of physical therapy interventions, including but not limited to:
 - 1. Therapeutic exercise
 - 2. Manual skills
 - 3. Modalities (superficial heat and cold, ultrasound, electrical stimulation, biofeedback, traction, compression, and hydrotherapy)
 - 4. Assistive devices
 - 5. Transfer training
 - 6. Gait and balance training
 - 7. Developmental activities
 - 8. Prosthetics and orthotics
 - 9. Pulmonary hygiene techniques
 - 10. Functional training
 - 11. Topical agents used with modalities
 - 12. Wound management
 - 2. Generate ideas to implement appropriate modifications of interventions and to progress therapeutic activities based on patient goals and plan of care.
 - 3. Explain shortwave diathermy, infrared, ultraviolet, hyperbaric oxygen, and fluoromethane spray.
 - 4. Suggest activities, positions, and postures that do not aggravate or that may relieve patient signs and/or symptoms.
 - 5. Report to the supervising physical therapist any changes in patient status.
- 7. Exhibit entry-level problem solving and critical thinking skills in the clinic.
 - 1. Display entry-level ability to prioritize patient problems.
 - 2. Access scholarly sources to research alternative approaches in designing therapeutic programs.
 - 3. Recognize and assist the physical therapist in discharge planning.
 - 4. Apply new information and reassess performance.
 - 5. Use quality assurance and risk management issues as they relate to physical therapy.
 - 6. Demonstrate characteristics of a lifelong learner.

Evaluation Criteria/Policies:

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Student Performance Evaluation (Summative)	100%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Work under the supervision of a physical therapist in an ethical, legal, safe and effective manner.
2. Implement PT interventions within the plan of care.
3. Perform specific data collection techniques related to the plan of care.
4. Demonstrate effective communication in the physical therapy environment.
5. Formulate appropriate judgments and modification to the program within the patient's plan of care.
6. Demonstrate effective interactions and professional behaviors.
7. Participate in career development activities.
8. Exhibit a commitment to the physical therapy profession, physical therapy patients, and the community.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.